University of Florida  
College of Public Health & Health Professions Syllabus  
Course Number: OTH 6763 (3 credit hours)  
Research I: Evidence Based Practice  

Semester: Summer 2019  
Date and Time: Tuesday & Wednesday, 12:30 – 2:30 pm  
Location: HPNP G312 (Tuesdays); G-103 (Wednesdays)  
Delivery Format: On-Campus  
E-Learning (Canvas): https://lss.at.ufl.edu/  

Instructor Name: Consuelo Kreider, PhD, OTR/L  
Room Number: HPNP 2114  
Phone Number: 352-273-6621  
Email Address: okreider@ufl.edu  
Office Hours: Tuesdays & Wednesdays 11:30 am – 12:15 pm  
Teaching Assistant: Sharon Medina (sharonmedina@phhp.ufl.edu)  
Preferred Course Communications: email (via campus email system to okreider@ufl.edu)  

Prerequisite: Admission to the Doctor of Occupational Therapy (OTD) Program, other graduate program, or permission of instructor.  

PURPOSE AND OUTCOME  

Course Overview: Research I: Evidence Based Practice is a required course within the Doctor of Occupational Therapy (OTD) program. It provides foundational knowledge that supports students’ abilities to describe and interpret the scope of the profession, appraise new knowledge, create new knowledge, and interpret and apply this knowledge to practice.  

Relation to Program Outcomes: This course is a required course within the Doctor of Occupational Therapy program and prepares students for the Research 2 course taught in the third year of the OTD program. It also supports students learning in the area of psychosocial assessment, intervention, and fieldwork, and for future courses and fieldwork experiences in the areas of adult and pediatric rehabilitation and participation. It is taught in third semester of the OTD program.  

Course Objectives: Based on Section B of the ACOTE (Accreditation Council for Occupational Therapy Education) Standards and Interpretative Guidelines (2018), this course contributes to the following Accreditation Standards: B.1.4 (Quantitative Statistics & Qualitative Analysis) and B.2.1 (Scientific Evidence, Theories, Models of Practice, and Frames of Reference)  

By the end of the course, students will be able to:  
1. Articulate the importance of research, scholarly activities, and the continued development of a body of knowledge relevant to the profession of occupational therapy.  
2. Effectively locate, understand, and evaluate information, including the quality of research evidence.  
3. Use research literature to make evidence-based decisions.  
4. Understand and use basic descriptive, correlational, and inferential quantitative statistics and code, analyze, and synthesize qualitative data.  
5. Understand and critique the validity of research studies, including designs (both quantitative and qualitative) and methodologies.  
6. Demonstrate the skills necessary to design a research proposal that includes the research question, selection of the relevant literature, sample, and data analysis.  
7. Demonstrate basic skills necessary to write a research report in a format for presentation.  
8. Present and lead critical discussion of research information to a diverse (e.g., students and faculty/staff) audience;  
9. Communicate coherently within group work and discuss and debate ideas courteously with those who disagree.  
10. Evaluate peer’s performance for presentation and leadership of group discussion.
Student Learning Outcomes:
1. Develop critical reading and critical thinking skills through assigned in-class and out-of-class work.
2. Refine group leadership skills through engagement in structured group in-class work.
3. Formulate and provide constructive feedback to peers.

Instructional Methods
This class uses advanced readings and advanced homework preparation (i.e., homework worksheets completed ahead of class), presentations, and facilitated discussions and group activities (e.g., cases and problem-solving activities) to grapple aloud with classmates regarding the ideas presented in the textbook. Students will be provided structured opportunities to engage in the processes entailed in evidence based practice. Specifically, through in-class group work and individual out-of-class work, students will engage in the processes of formulating clinical questions, identifying relevant evidence, evaluating the evidence, and determining a course of action based on the appraisal.

Blended Learning
What is blended learning and why is it important?
A Blended Learning class uses a mixture of technology and face-to-face instruction to help you maximize your learning. Knowledge content that I would have traditionally presented during a live class lecture is instead provided online before the live class takes place. This lets me focus my face-to-face teaching on course activities designed to help you strengthen higher order thinking skills such as critical thinking, problem solving, and collaboration. Competency in these skills is critical for today’s health professional.

What is expected of me?
You are expected to actively engage in the course throughout the semester. You must come to class prepared by completing all out-of-class assignments. This preparation gives you the knowledge or practice needed to engage in higher levels of learning during the live class sessions. If you are not prepared for the face-to-face sessions, you will struggle to keep pace with the activities occurring in the live sessions, and it is unlikely that you will reach the higher learning goals of the course. Similarly, you are expected to actively participate in the live class. Your participation fosters a rich course experience for you and your peers that facilitates overall mastery of the course objectives.

DESCRIPTION OF COURSE CONTENT

Assignments & Grading:

I. Textbook chapter readings, chapter exercises, and “From the Evidence” exercises.
Completion of assigned textbook chapter readings, chapter exercises, and "From the Evidence" exercises is required before beginning each chapter’s classroom-based learning and assessment activities. Classroom activities are structured and planned based on active completion (i.e., written completion of the chapter and “From the Evidence” exercise) of all assigned preparation activities.

Prepared lecture slides are not designed to deliver content learned via assigned preparation activities, which include (1) chapter readings, (2) chapter exercises, (3) “From the Evidence” exercises, and (4) Preparation Lab Sheets (described below). Rather, prepared slides are designed to clarify and deepen your understanding of the material learned through the structured preparatory activities.

II. Exams (25% each; 50% total)
Two closed note/book/browser exams will be administered in this course. Exams will be administered in the classroom during the regularly scheduled class meeting time. Exams will be administered via the course website on Canvas. Students must bring a laptop/notebook/tablet with the LockDown Browser installed and tested.

III. Critically Appraised Paper (10%)
Students will work individually to complete a Critically Appraised Paper (CAP) following current AOTA CAP worksheet and current AOTA CAP guidelines, which are retrievable from https://www.aota.org/Practice/Researchers/Evidence-Exchange.aspx. A CAP is an “at-a-glance” summary of the methods, findings, study limitations, and clinical implications of a selected quantitative intervention-based
articles. CAPs are intended to provide a detailed appraisal of an individual intervention study, most often quantitative, to determine its value and relevance to occupational therapy practice. Criteria for written submission parallels criteria delineated by the AOTA CAP worksheet and guidelines.

IV. **EBP Scientific Poster** (10%)

Students will work in assigned groups of 3-4 students (Poster groups are different from assigned in-class teams). The Scientific Poster Assignment is a semester-long project whereby each group will craft a focused evidence-based clinical question, investigate the evidence, and present their findings as a Scientific Poster Presentation at the end of the semester. The scientific poster assignment uses findings from each individual group member’s Critically Appraised Paper (described below). A single group grade will be assigned to each member of the group.

*Criteria for written submission:* Poster accurately and concisely articulates the poster’s purpose, the groups’ focused question, evidence-informed clinical scenario, synthesized results, and conclusions with respect to occupational therapy practices. The synthesized results integrates findings from the selected articles and draws a logical conclusion, and the implications for practice section should state clearly how OTs should consider using the team’s synthesized findings.

*Criteria for oral presentation:* Oral presentation is clear, thoughtful, organized and succinct (i.e., concisely explains findings - does not simply repeat but expands upon poster content). All students are expected to take part in an oral presentation and must concisely and clearly answer any questions directed at her/him regarding poster content or interpretations of that content.

V. **Conference Submission** (1%)

Students will work in their assigned Scientific Poster groups to complete a Student Poster Proposal to the 2019 Florida Occupational Therapy Association Conference [note: Students will not be required to submit the proposal to FOTA]. A single group grade will be assigned to each member of the group.

VI. **Preparation Lab Sheets** (8% total)

Based on the chapter readings, students will complete a preparation lab sheet in advance of class that is designed to facilitate application and comprehension of the chapter reading, as well as the student’s critical thinking regarding the content. Completion of the Preparation Lab Sheets will prepare students to fully engage in the in-class learning activities.

VII. **Individual Readiness Quizzes** (6% total)

A total of 9 individual readiness quizzes will be administered throughout the semester, 8 of which can contribute toward your grade; the 7 highest quiz grades will contribute to the student’s grade for the course. Individual readiness quizzes are short quizzes designed to assess your readiness to actively engage in classroom activities based on your advanced preparation (e.g., assigned chapter reading and reading preparation lab sheet). Each individual readiness quiz will be administered at the beginning of class on Tuesday in Weeks 2-5 and Weeks 8-11; the quiz in Week 2 will be a “practice” quiz in order to give you opportunity to become acquainted the in-class assessments. It is important that students arrive on time. Late arrivals will be required to end the quiz in time with the class despite the amount of “time” available per Canvas quiz countdown clock. Individual readiness quizzes are closed note/book/browser quizzes that will be administered via the course website on Canvas. Students must bring a laptop/notebook/tablet with the LockDown Browser installed and tested.

VIII. **Team Readiness Quizzes** (6% total)

A total of 9 team-based readiness quizzes will be administered throughout the semester, 8 of which can contribute toward your grade; the 7 highest team quiz grades will contribute to the student’s grade for the course. Team readiness quizzes are short quizzes designed to assess your working group’s readiness to actively engage in classroom activities based on the group’s collective advanced preparation specific to the assigned chapter readings. Each team readiness quiz will be administered following the classes’ completion of the corresponding week’s individual readiness quiz administration in Weeks 2-5 and Weeks 8-11; the quiz in
Week 2 will be a “practice” quiz in order to give you an opportunity to become acquainted with in-class assessments. Team readiness quizzes are collaborative team-based quizzes that will be administered via PowerPoint presentation using group paper and pencil response format. Team readiness quizzes are closed note/book/browser.

IX. **Team Application Quiz (6% total)**

A total of 9 team-based application quizzes will be administered throughout the semester, 8 of which can contribute toward your grade; the 7 highest team quiz grades will contribute to the student’s grade for the course. Application quizzes will be administered on Wednesdays during the scheduled class time in Weeks 2-5 and Weeks 8-11; the quiz in Week 2 will be a “practice” quiz in order to give you an opportunity to become acquainted with in-class assessments. Team readiness quizzes are collaborative (administered to each group/team) case-based quizzes designed to assess the group’s application of topical content. Specific readings from the published evidence will be assigned as preparation for the application quiz; familiarity with the assigned readings is needed to complete the application quiz within the time limit. Application quizzes will be administered via PowerPoint presentation using group paper and pencil response format.

X. **Professionalism in Class Participation & Communication (3% total)**

Professionalism will be assessed through a combination of (1) Peer reviews of classmates’ Preparation Lab Sheets, (2) Critically Appraised Paper assignment and Scientific Poster Assignment, (3) Peer/Team-member Evaluation (described below), and (4) the Professionalism rubric provided on the course website (Canvas).

Peer/Team-member Evaluation: Students will provide quantitative appraisal and qualitative feedback of each group member’s professionalism related to team membership (e.g., preparation, group contributions, discussions) at the mid-point of the semester.

Professionalism in class participation and communication includes the following behaviors:

- Complete/advance class preparation (as indicated via peer evaluation & feedback)
- Active participation in group and class discussions, including active listening with demonstration of understanding through use of paraphrasing or by acknowledging and building on others’ ideas, asking questions, and occasionally introducing relevant new information about the topic.
- Informing the instructor and others ahead of time if likely to be late or absent, and arranging to cover own responsibilities.
- Complete preparation for EBP Scientific Poster Presentations (both the preliminary [June 19] and final presentation [August 7])
- Consistency with adherence to communication guidelines described within this document (Section: Student Expectations, Roles, and Opportunities for Input).

**Topical Outline/Course Schedule:** Detailed schedule information and additional assigned readings are provided on the course website.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Topic(s)</th>
<th>Reading/Preparation/Assignments</th>
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<tbody>
<tr>
<td>1</td>
<td>May 14</td>
<td>(Tue) Course introduction, assignments &amp; working groups; Intro to EBP</td>
<td>(Tue) Review course website/Canvas</td>
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<td></td>
<td>May 15</td>
<td>(Wed) <strong>Guest:</strong> Ms. Jane Morgan-Daniel; UF library services and literature searches</td>
<td>(Wed) Skim read Chapters 1 &amp; 2 **Wed. class will be held in HSC Library Computer Lab [Communicore] Room C1-21</td>
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<th>Date(s)</th>
<th>Topic(s)</th>
<th>Reading/Preparation/Assignments</th>
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</table>
| 2    | May 21 & 22   | Chapter 1 EBP: Why practitioners need to understand research & Chapter 2 Finding & reading evidence | Chapters 1 & 2: Chapter reading, reading lab sheet, in-class group assignment readings posted on course website, readiness quiz Chapters 1 & 2 (Tue), application quiz Chapters 1 & 2 (Wed), readings for application quiz:  
  - doi: 10.1037/a0024293  
  - https://doi.org/10.1016/j.sleep.2010.04.014  
  - Instructions for conducting Peer Reviews on Canvas (read in preparation for Tuesday's class): https://community.canvaslms.com/docs/DOC-10651-421254363  
  - DUE Tue start of class: Chapters 1 & 2 Preparation Lab Sheet |
| 3    | May 28 & 29   | Chapter 3 Research methods & variables                                    | Chapter 3: Chapter reading, reading lab sheet, in-class group assignment readings posted on course website, readiness quiz (Tue), application quiz (Wed), readings for application quiz:  
  - https://doi.org/10.1111/j.1601-5215.2011.00587.x  
  - https://doi.org/10.3109/09638288.2010.509458  
  - https://doi.org/10.1016/j.jpsychires.2013.07.017  
  - (read abstract only) https://doi.org/10.1186/1471-244X-13-32  
  - DUE Tue start of class: Chapters 3 Preparation Lab Sheet |
| 4    | June 4 & 5    | Chapter 4 Understanding statistics                                       | Chapter 4: Chapter reading, reading lab sheet, in-class group assignment readings posted on course website, readiness quiz (Tue), application quiz (Wed), readings for application quiz:  
  - DUE Tue start of class: Chapters 4 Preparation Lab Sheet  
  - DUE Wednesday start of class: Focused question for EBP Scientific Poster group assignment  
  - DUE Wednesday start of class: Proposed intervention study (i.e., research article) for Critically Appraised Paper assignment – submit (1) link to article, and (2) completed evaluation of quality of intervention study form |
| 5    | June 11 & 12  | Chapter 5 Validity                                                        | Chapters 5: Chapter readings, reading lab sheet, in-class group assignment readings posted on course website, readiness quiz (Tue), application quiz (Wed), readings for application quiz:  
  - doi: 10.1097/JSM.0b013e318254d7cd  
  - DUE Tue start of class: Chapters 5 Preparation Lab Sheet  
  - DUE Wednesday start of class: EBP Scientific Poster group assignment Focused Questions and Clinical Implications/Scenario sections  
  - DUE Saturday 11:59 pm Peer reviews of EBP Scientific Poster group assignment Focused Questions and Clinical Implications/Scenario section |
| 6    | June 18 (Tue) Exam 1 | (Wed) LAB: How to make a Poster; Preliminary poster; Peer review CAPs, review FOTA abstract submission requirements | Exam 1 - Chapters 1, 2, 3, 4 & 5  
  - DUE Wednesday start of class: Critically Appraised Paper (CAP) Preliminary Submission #1 - for peer review  
  - DUE Wednesday 11:59 pm: Peer reviews of Critically Appraised Papers (CAPs) |
| 7    | June 25 & 26  | No class. Summer break week                                               |                                                                                           |

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<th>Topic(s)</th>
<th>Reading/Preparation/Assignments</th>
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| 8    | July 2 & 3 | Chapter 6 Designs for answering efficacy questions | **Chapter 6**: Chapter reading, reading lab sheet, in-class group assignment readings posted on course website, readiness quiz (Tue), application quiz (Wed), readings for application quiz:  
* https://doi.org/10.1177%2F0269215511416383  
* https://doi.org/10.1161/STROKEAHA.110.606442  
* http://dx.doi.org/10.1682/JRRD.2010.10.0210  
* DUE Tue start of class: Chapters 6 Preparation Lab Sheet  
* DUE Tuesday start of class (online + hardcopy submission) Peer/team-member Evaluation  
* DUE Wednesday 11:59 pm FOTA abstract preparation assignment |
| 9    | July 9 & 10 | Chapter 7 Measurement studies & selecting appropriate tests | **Chapter 7**: Chapter reading, reading lab sheet, in-class group assignment readings posted on course website, readiness quiz (Tue), application quiz (Wed), readings for application quiz:  
* https://doi.org/10.1111/j.1440-1630.2011.00989.x  
* https://doi.org/10.1111/jgs.12540  
* DUE Tue start of class: Chapters 7 Preparation Lab Sheet  
* DUE Wednesday 11:59 pm EBP Scientific Poster Assignment PRELIMINARY SUBMISSION (entire poster; progress to date)  
* DUE Saturday 11:59 pm Peer reviews of EBP Scientific Poster Assignment to date |
| 10   | July 16 & 17 | Chapter 8 Descriptive & predictive research designs | **Chapter 8**: Chapter reading, reading lab sheet, in-class group assignment readings posted on course website, readiness quiz (Tue), application quiz (Wed), readings for application quiz:  
* https://doi.org/10.1016/j.apmr.2013.09.018  
* DUE Tue start of class: Chapters 8 Preparation Lab Sheet  
* DUE Wednesday 11:59 pm Critically Appraised Paper (CAP) - Preliminary submission #2 for peer review  
* DUE Saturday 11:59 pm Peer reviews of assigned CAPs |
| 11   | July 23 & 24 | Chapter 9 Qualitative research | **Chapter 9**: Chapter reading, reading lab sheet, in-class group assignment readings posted on course website, readiness quiz (Tue), application quiz (Wed), readings for application quiz (abstracts only needed):  
* https://doi.org/10.3109/09638288.2014.904936  
* https://doi.org/10.1310/tsr2103-228  
* https://doi.org/10.3109/09638288.2014.932444  
* DUE Tue start of class: Chapters 9 Preparation Lab Sheet  
* DUE Wednesday 11:59 pm Critically Appraised Paper (CAP) final submission  
* Due Saturday 11:59 pm EBP Scientific Poster group Assignment – submit FINAL group PowerPoint via course website by Wednesday 11:59 pm |
| 12   | July 30 & 31 | Chapter 10 Systematic reviews & Chapter 11 Integrating information | **Chapters 10 & 11**: Chapter reading, reading lab sheet, in-class group assignment readings posted on course website, readiness quiz (Tue), application quiz (Wed), readings for application quiz:  
* Fall prevention for community-dwelling older adults from the U.S. Preventive Services Task Force  
* Occupational therapy for community-dwelling older adults from the American Occupational Therapy Association (AOTA)  
* https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3377567/  
* https://doi.org/10.1542/peds.2012-0974  
* DUE Tue start of class: Chapters 10 & 11 Preparation Lab Sheet |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date(s)</th>
<th>Topic(s)</th>
<th>Reading/Preparation/Assignments</th>
</tr>
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<tbody>
<tr>
<td>13</td>
<td>Aug. 6</td>
<td>(Tue) <strong>Exam 2</strong></td>
<td>Exam 2 - Chapters 6, 7, 8, 9 &amp; 10</td>
</tr>
<tr>
<td></td>
<td>Aug. 7</td>
<td>(Wed) Poster presentations</td>
<td>Oral presentation: EBP Scientific Poster</td>
</tr>
</tbody>
</table>

**Course Materials and Technology:** This course will have a Canvas website ([www.lss.at.ufl.edu](http://www.lss.at.ufl.edu)) where course materials and readings will be made available to students in the class.

**A. Required Text:**
2. AOTA membership

**B. Recommended Text:**

**C. Required Technology**
1. Laptop computer or tablet for in-class use
2. Microsoft Office 365 ProPlus: [https://it.ufl.edu/services/gatorcloud-microsoft-office-online](https://it.ufl.edu/services/gatorcloud-microsoft-office-online), then select “Go to Service” link (Additional technology are available to students @ [https://software.ufl.edu/student-agreements/](https://software.ufl.edu/student-agreements/)
3. Off-campus UF Library access: [https://cms.uflib.ufl.edu/offcampus](https://cms.uflib.ufl.edu/offcampus)
4. Respondus LockDown Browser
   - Wikipage regarding UF e-learning, including Respondus LockDown Browser [https://lss.at.ufl.edu/help/Student_Help](https://lss.at.ufl.edu/help/Student_Help)
5. Hand-held/portable scanner (e.g., CamScan app on phone or tablet) or other means of uploading onto course website image/scan of hardcopies/activities completed while still in class.

For technical support for this class, please contact the UF Help Desk at:
- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- [https://lss.at.ufl.edu/help.shtml](https://lss.at.ufl.edu/help.shtml)

### ACADEMIC REQUIREMENTS AND GRADING

**Summary: Assignments & Grading**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due date(s)</th>
<th>% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exams (2)</strong></td>
<td>June 18</td>
<td>50% (25% each)</td>
</tr>
<tr>
<td></td>
<td>August 6</td>
<td></td>
</tr>
<tr>
<td><strong>Critically Appraised Paper (CAP)</strong></td>
<td>June 5, June 19, July 17</td>
<td>10%</td>
</tr>
<tr>
<td><strong>EBP Scientific Poster</strong></td>
<td>June 5, June 12, July 9, July 24, August 7</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Conference Submission</strong></td>
<td>July 3</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Preparation Lab Sheets</strong></td>
<td>Weekly in Weeks 2-5 &amp; Weeks 8-11</td>
<td>8% total</td>
</tr>
<tr>
<td><strong>Individual Readiness Quizzes</strong></td>
<td>Weekly in Weeks 2-5 &amp; Weeks 8-11</td>
<td>6% total (7 of 8 highest scores contribute to grade)</td>
</tr>
</tbody>
</table>

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Team Readiness Quizzes
Weekly in Weeks 2-5 & Weeks 8-11
6% total (7 of 8 highest scores contribute to grade)

Team Application Quizzes
Weekly in Weeks 2-5 & Weeks 8-11
6% total (7 of 8 highest scores contribute to grade)

Professionalism in Class Participation & Communication
Throughout
June 15
June 19
July 2
July 13
3%

Points earned | 93-100 | 90-92 | 87-89 | 83-86 | 80-82 | 77-79 | 73-76 | 70-72 | 67-69 | 63-66 | 60-62 | Below 60
---|---|---|---|---|---|---|---|---|---|---|---|---
Letter Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0. in all 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if a sufficient number of credits in courses numbered 5000 or higher have been earned with a B+ or higher.

Letter Grade | A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E | WF | I | NG | S- | U
---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---
Grade Points | 4.0 | 3.67 | 3.33 | 3.0 | 2.67 | 2.33 | 2.0 | 1.67 | 1.33 | 1.0 | 0.67 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at:
http://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Exam Policy
Two exams are given at regular intervals in this course and will be given in the classroom using Canvas. Exams are used to assess critical thinking in relation to knowledge and skills taught in the course.

Students who need accommodations for in-class exams must contact the Disability Resource Center and make arrangements prior to the exam.

Policy Related to Make up Exams or Other Work
Any requests for make-ups due to an excused absence must be submitted to the instructor via email within 48 hours of missing an exam. The student will coordinate with the instructor to schedule a date, time, and place to make up the exam.

Any requests for make-ups due to technical issues must be accompanied by the digital correspondence received from the help desk – this will document the time & date of the problem from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. When possible, e-mail within 24 hours of the technical difficulty to request a make-up.

Attendance Policies: Attendance to all exams and class activities is mandatory. All students will be held responsible for all material presented and discussed in class activities regardless of attendance. If possible, a student who must be late or absent to a class activity should notify the instructor prior to the scheduled time in order to schedule makeup activities. Some experiences cannot be made up. For students with an excused absence an alternative activity will be provided.

If possible, the instructor and teaching assistant should be informed of absences prior to the time of the scheduled activity (exam, site visit, assignment deadline, presentation), unless it is an illness or emergency.

a) A student who must be absent must notify me (ckreider@ufl.edu) AND Dr. Myers (ctmyers@phhp.ufl.edu) via email prior to the anticipated absence, if possible.

b) See the “Policy Related to Make up Exams or Other Work” above related to missing exams.

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c) See the Attendance Policy in the OTD Student Manual for procedures on turning in the Absence Petition Form.

Please note all faculty are bound by the UF policy for excused absences. Excused absences must be consistent with university policies in the Graduate Catalog (http://gradcatalog.ufl.edu/content.php?catoid=10&navoid=2020#attendance) and require appropriate documentation. Additional information can be found on Registrar website: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx

Student Grade Issues: If students have issues with a grade, they must submit their concerns in writing to the instructor with documentation to support their position prior to meeting with me.

Policy Related to Guests Attending Class:

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are not permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: http://facstaff.phhp.ufl.edu/services/resourceguide/getstarted.htm

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior:
Professional Behavior is expected of health professional students at all times.

Personal responsibility for prompt arrival, and regular participation and attendance all course activities; with appropriate and judicious use of class and lab time is expected.

Health professional students are expected to treat peers, professors, teaching assistants, guest lecturers, clinical personnel, children and their families with consideration, confidentiality (HIPPA compliant), and respect.

Doctoral level students are expected to exhibit the highest level of professional behavior in the classroom. These are the minimum behavioral standards that I expect to see in this class and some examples of how each behavior might be evaluated:

1. Dependability—regular class attendance and punctuality, turning in assignments on time
2. Responsibility—actively participating in class, putting forth your best effort in discussions and assignments, notifying instructor for late/missing class or assignments
3. Expectations in-class presentations and discussions: All other students are expected to arrive on time. Cell phones, tablets, and laptops may be used to search for materials related to the topic being presented, but for no other purpose. Cell phones must be silenced. During discussions, students are expected to behave professionally and be respectful of each other’s opinions.

Communication Guidelines:
1. Communication—appropriate communication with instructors, support staff, guests and other students, receiving and giving constructive feedback
2. Respect for others—appreciating different points of view, being courteous to instructors, support staff, guests and other students, avoiding distracting behavior during class (including talking, cell phone usage, web surfing, texting).

Students are expected to adhere to on-line communication guidelines as detailed in the UF Netiquette Guidelines document located at: http://teach.ufl.edu/wp-content/uploads/2012/08/NetiquetteGuideforOnlineCourses.pdf

Laptop policy: Course instructor reserves the right to prohibit laptop use privileges during class times. Students shall lose laptop privileges if content becomes disruptive to classmates or if it is used for unrelated course
objectives. Acceptable uses include taking notes, accessing course-related documents (on or off line), following along with power point documents or class demonstrations, course-related internet searches, and performing class projects. The definition of “use unrelated to course objectives” includes, but is not limited to use of instant messaging, Face Book, chat rooms, games, surfing the net, etc.

Academic Integrity:

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

“On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

https://scor.dso.ufl.edu/process/student-conduct-code/
http://www.graduateschool.ufl.edu/student-life-and-support/

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Online Faculty Course Evaluation Process

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.ufl.edu. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at https://evaluations.ufl.edu/results/.

Information on providing helpful instructor feedback is provided at:

I value and take seriously the feedback provided through the course evaluation system. I use your student feedback to make specific improvements to the course, assignments, and to my teaching style. However, it is important to realize that your course evaluation and the feedback provided through the course evaluation system have a direct influence on faculty tenure and promotion.

SUPPORT SERVICES

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: https://counseling.ufl.edu/. On line and in person assistance is available.
- You Matter We Care website: http://www.umatter.ufl.edu. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: https://shcc.ufl.edu

ver. 5/29/2019
Crisis intervention is always available 24/7 from:
Alachua County Crisis Center:
(352) 264-6789
http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Accommodations for Students with Disabilities
If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office http://www.dso.ufl.edu within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Inclusive Learning Environment
Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida’s Non-Discrimination Policy, which reads, “The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information and veteran status as protected under the Vietnam Era Veterans’ Readjustment Assistance Act.” If you have questions or concerns about your rights and responsibilities for inclusive learning environment, please see your instructor or refer to the Office of Multicultural & Diversity Affairs website: https://multicultural.ufl.edu/

I use principles of Universal Design for Instruction/Learning (UDL) within my teaching and course design. UDL involves implementation of instructional principles and strategies that are designed to be broadly inclusive of the learning needs of a broad and diverse range of learners. Consistent with principles of UDL, all individual quizzes given in class will be allocated at least 1 ½ the anticipated minutes for quiz completion. For example, if I anticipate that a five-item quiz should take students 5 minutes to complete, all students will be allowed at least 8 minutes to complete the quiz.